**LESSON PLAN**

**CONTENT AREA:** Statistics and Probability **NAMES**: Tipton Isenhour & Grebeck

**GRADE LEVEL:** Sixth (regular) **TITLE or TOPIC:** Measures of Central Tendency

**NEXT GENERATION SUNSHINE STATE STANDARDS:**

Benchmark Number: MA.6.S.6.1

Benchmark Description: Determine the measures of central tendency (mean, median, mode) and variability (range) for a given set of data.

Benchmark Number: LA.6.1.6.1

Benchmark Description: The student will use new vocabulary that is introduced and taught directly.

**UNIT:**

Data Analysis

**GOAL:**

Students will understand various methods for measuring data.

**OBJECTIVE:**

The student will determine the mean, median, mode, and range of a set of data.

**MATERIALS:**

Worksheet, pencil, paper, calculator

**PROCEDURES:**

*Introduction*:To introduce the lesson, the teacher will begin by defining **mean, median, mode, line plot, and extreme values** that affect the mean. The teacher will say the definitions out loud, as well as write the definitions on the board. The student will take out his/her journal and write down all of the definitions.

The teacher, after introducing the lesson, will work with the following worksheet to teach the lesson: <http://www.glencoe.com/sec/math/prealg/prealg04/extra_examples/chapter5/lesson5_8.pdf>.

The teacher will begin after introducing the definitions of mean, median, mode, range, and line plot. The teacher will write a set of data on the board. Then, the teacher will verbally let the class know they are looking for **mean, median, mode, and range** from that set of data. The teacher will calculate mean, median, mode, and range and put the answers on the board. Additionally, the teacher will construct a line plot of the data. The teacher will do 2 more practice problems before assigning problems for the class to do individually. After assessing the students’ progress throughout the lesson, the teacher will use the data from one example to construct a line plot. The teacher will do two more examples of line plots from a given set of data, then assign the class to construct line plots from their previous practice problems.

## The teacher will do one example of each problem from the worksheet on the board. The teacher will walk the class through the problem step by step. The teacher will ask if there are any questions with that example and if every student understands how to find mean, median, mode, and range given a set of data. The teacher will them do one more practice problem on the board. After that example, the teacher will assign one practice problem to the class for them to work on individually. The teacher will assess the students by walking around the room to see their comprehension levels. If it appears that most of the class understands the lesson, the teacher will then teach the class how to construct a line plot from a set of given data. The teacher will do two examples on the board, pause for comprehension and for questions, and then assign two more practice problems to the class. The teacher will again walk around the room to see whether students understand the lesson thus far.

*Remediation*: For those students who do not complete objectives, they will schedule a time to visit the teacher either during lunch time or after school, to further discuss the lesson. This way, the student will have one-on-one time with the teacher to ask specific questions about the lesson/vocabulary/content material that was confusing to him/her.

**EVALUATION:**

The teacher will assign 5 problems that each include a different set of data. For each

problem, the student will calculate mean, median, mode, range, and construct a line plot.

The students will write a one-paragraph response on why different sets of data produce

different variations in mean, median, range, and mode. They will explain what happens if

all of the numbers in the data are close, or if they are very different numbers, what happens

to the mean, median, range, and mode.